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ABSTRACT

This report of PROJECT DESIGN, funded under ESEA Title III, assesses the English language arts of the Fresno City Unified School District, kindergarten through the 12th grade. A linguistic inventory was administered by mail to 75 randomly selected elementary, junior high, and senior high school teachers. A linguistic analysis of student composition was carried out in six schools--three elementary and three high schools, each representing a different socioeconomic and racial grouping of students. Other sources of data included interviews of administrative personnel, principals, and teachers; visits of classroom; and analyses of district documents. Major conclusions stemming from the assessment of the English language arts are that the Fresno school district lacks: (1) an adequate program for the Negro and Mexican-American student, (2) adequate scope and sequence in the English language arts, and (3) educational leadership to prepare its teachers to teach the "New English." (MF)

EA 002 829

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EDUCATIONAL NEEDS

11. LANGUAGE

FRESNO, 1968

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FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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F O R E W O R D

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. 9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

11. LANGUAGE

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-The Role of the Federal Government in Education
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-Teaching the Disadvantaged Child
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-California Educational Research Association
-National Council of Teachers of English (Convention Speaker and Consultant)
-National Committee Evaluating Children's Writing,
-Modern Language Association
-Creative Education Foundation

Honors: -Listed in Who's Who in the West and Contemporary Authors

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INITIAL CHARGE

The task given me was to assess the English Language Arts Program of the Fresno School District, Kindergarten through the 12th grade.

EXPERIMENTAL DESIGN

To assess the English language arts curriculum three research tools were devised and utilized:

1. Interview schedule
2. Linguistic inventory
3. Linguistic analysis of student composition

The interview schedule was used to interview:

1. District personnel (3)
2. District principals (12)
3. District teachers (25)

Schools visited were selected to represent varied socio-economic and racial groups. (See list in methodology detail section.)

The linguistic inventory was administered by mail to seventy-five randomly selected teachers representing elementary, junior high, and senior high school teachers.

The composition study was carried out in six schools--three elementary and three high schools, each representing a different socio-economic and racial grouping of students.

Other sources of data include:

1. Classroom visitation
   At least one classroom visitation was made in each of the grade levels K-12

2. Examination of district documents
   - Elementary course of study
   - Junior high and high school courses of study
   - Official publication in the area of creative writing
   - Various documents and publications provided by individual schools

3. Examination of documents provided by Project Design

MAJOR CONCLUSIONS

The following are the major conclusions stemming from my assessment of the English language arts:

The Fresno School District is not at the present time providing and adequate program in the English language arts area for the Negro and Mexican-American student.

The Fresno School District is not at the present time providing an adequate scope and sequence in the English language arts, Kindergarten through twelfth grades.

The Fresno School District is not at the present time providing the educational leadership to prepare its teachers to teach the "New English."

The Fresno School District is not at the present time providing adequate assessment of the English language arts program.

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
A. Language 1. Oral Language a. Primary--sharing of information, listening, informal conversation and discussion, riddles, games, puppetry, creative dramatics	A. Language 1. Oral Language a. Primary--students observed in show and tell	A. Language 1. Oral Language a. Primary--need for sequence K-12: teachers need ideas to involve youngsters in developmental oral activities
b. Intermediate--telling stories, giving reports, creative dramatics, choric speaking , panel discussions	b. Intermediate--students observed working with puppets	b. Intermediate--oral activities need more attention with a planned program for development; more attention is needed in low socio-economic status schools in developing oral abilities
c. Junior high--oral interpretation of literature, individual speech, debates	c. Junior high--not much oral language observed	c. Junior high--some attention to dialects should come in at junior high level and continue
d. Senior high--discussion, study of power of oral language, elective in forensics, drama	d. Senior-high--class discussion, play and debate; little or no evidence of any scope and sequence; little or no test data; observed no discussion of dialects on any level	d. Senior high--greater variation in oral participation is needed in the senior high school

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
A. Language 1. Oral Language All teachers need to have some knowledge of dialects and their importance	A. Language 1. Oral language Administrators need to help parents understand the importance of oral language; it is particularly important for disadvantaged parents to understand standard dialects	A. Language 1. Oral Language Develop workshops, publications that will help teachers understand different dialects. Tapes are particularly effective	A. Language 1. Oral language Importance of encourageing youngsters to express themselves. Encourage use of standard English dialect	A. Language 1. Oral language Encourage and provide opportunities for youngsters to express themselves, for example, radio, television, open forum, theater, etc.

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
2. Grammar a. Primary--awareness and discrimination of sound	2. Grammar a. Primary--teachers observed tended to ignore grammar; spent time on reading; most teachers interviewed did not know of the Ginn Series adopted by the state for primary grades	2. Grammar a. Primary--elementary teachers need more knowledge about grammar; the new texts will help but teachers are still the key; from my study of Fresno teachers they lack confidence in teaching the "New English" and also lack the ability
b. Intermediate--sentence patterns I and II and III, experiences in changing sentences around, dialects	b. Intermediate--basically traditional grammar is taught; few teachers were using concepts from structural or generative grammar; they don't know the new grammars	b. Intermediate--same as above
c. Junior High--should know basic sentence patterns, should know devices such as word order and inflection	c. Junior high--some evidence of teachers at this level using more than traditional approach	c. Junior high--teachers are,in general, better qualified to teach grammar, but more attention needs to be placed on teaching grammar inductively rather than deductively

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
2. Grammar Take courses and develop knowledge about the newer approaches to English grammar	2. Grammar Help teacher interpret the "New English" to parents	2. Grammar Provide extensive and intensive workshops for teachers to develop their knowledge about the "New English" immediately	2. Grammar Take every opportunity to find out what the "New English" is all about	2. Grammar Provide information to the community through the news media to educate parents in the "New English."

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
d. Senior high--study of different grammars	d. Senior high--evidence of teachers at this level using more than traditional approach	d. Senior high--teachers need to provide more information on how our language works by teaching about the different grammars and how they approach the study of language

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
3. Usage a. Primary--begin with their language, develop an ear for intonation and stress	3. Usage a. Primary--nothing observed	3. Usage a. Primary--more study of usage should be in context, rather than an an exercise.
b. Intermediate--pitch, stress, and juncture used to explain usage and usage change	b. Intermediate--use of dittoes in one class (dry as dust)	b. Intermediate--the use of stress, pitch and juncture should be used to teach usage more effectively
c. Junior high--continues on individual need-oral pattern practice continues	c. Junior high--observed a brilliant lesson on teaching usage through the inquiry method	c. Junior high--levels of usage should be taught with particular emphasis in lower socio-economic status schools
d. Senior high--study of different grammars	d. Senior high--didn't see any usage taught	d. Senior high--continued study of usage, particularly in lower socio-economic status schools
4. Spelling a. Primary--beginning of spelling and handwriting, begin generating words from word families	4. Spelling a. Primary--observed a handwriting-spelling lesson	4. Spelling b. Primary--more emphasis on the linguistic approach to spelling, basing word lists on the regularities in our language, rather than on irregularities

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
3. Usage Develop a more tolerant and relativistic attitude toward usage and chance in the language	3. Usage Interpret to parents a more liberal approach to language	3. Usage Disseminate research findings on usage studies and use them in workshops and publications; bring in people to work with teachers on these problems	3. Usage Don't worry so much about usage and spelling	3. Usage --------
4. Spelling Utilize some of the new linquistic approaches to spelling	4. Spelling See above	4. Spelling Provide varied types of texts and materials to experiment with to determine the best method of teaching spelling	4. Spelling See above	4. Spelling Don't have spelling bees

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
b. Intermediate--emphasize regularities in English spelling and word families	b. Intermediate--observed a spelling lesson	b. Intermediate--same as above; the use of word families to teach spelling should be used
c. Junior high--student should understand relationships, noun-forming, adverb-forming	c. Junior high--nothing observed	c. Junior high--greater emphasis on spelling in lower socio-economic status schools
d. Senior high--usually not taught directly	d. Senior high--nothing observed	d. Senior high--spelling needs to be taught, particularly in lower socio-economic status schools

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
5. Lexicography, semantics, and language history	5. Lexicography	5. Lexicography
a. Primary--beginning dictionary work, personal word lists, word boxes	a. Primary--nothing	a. Primary--word study should begin here for youngsters are interested in words and continue through the twelve grades
b. Intermediate--further development of dictionary skills and a study of etymology, emotional factors of language	b. Intermediate--nothing	b. Intermediate--dictionary skills and some awareness of word history and change should be taught
c. Junior high--continue study of history of words and status of words	c. Junior high--nothing	c. Junior high--studies of words continued in a more sophisticated way with their emotional effect on people noted
d. Senior high--study of semantics	d. Senior high--nothing	d. Senior high--study of semantics should be included as well as lexicography and use of an unabridged

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
5. Lexicography Use more of the study of words, their history, how they have changed, how they sometimes mean different things to different people.	5. Lexicography Help provide materials and assistance to teachers	5. Lexicography Provide dictionaries and word materials for each teacher and each school. Each school should have an unabridged dictionary	5. Lexicography Provide a dictionary at home	5. Lexicography Use the news media to increase our interest and understanding of words

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
B. Composition 1. Prose fiction a. Primary--usually group composition, dictation, some writing on individual basis	B. Composition 1. Prose fiction a. Primary--observed some stories on charts	B. Composition 1. Prose fiction a. Primary--observed many good examples of effective group dictation
b. Intermediate--individual stories from their background or fantasy	b. Intermediate--was shown student work	b. Intermediate--the whole creative writing program must be reinforced for the Roberts Series is not particularly strong in composition
c. Junior high--stories from their experience, fantasy	c. Junior high--saw results; little evidence of any growth in writing ability; did observe a teacher, teaching in a disadvantaged school have the youngsters write their haikus in Spanish and then translate their poems for the teacher (This was one of the few instances where the school used the unique talents of their youngsters.)	c. Junior high--all of the program needs a sequence of writing experiences

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
B. Composition 1. Prose fiction Have students do some writing every day in the elementary school. Teachers need not grade everything students write	B. Composition 1. Prose fiction Recognize youngsters' efforts (school magazine with all types of writing, fiction, nonfiction, drama, and poetry)	B. Composition 1. Prose fiction Provide workshops for teachers in all phases of composition. Recognize and reward youngsters with a district magazine or book of their writing	B. Composition 1. Prose fiction Develop a flexible attitude toward children's writing. Don't expect adult standards. Encourage their efforts	B. Composition 1. Prose fiction Recognize student work in newspapers, etc.

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
d. Senior high--write short stories	d. Senior high--didn't observe; my writing study of the three high schools indicated the lower socio-economic youngsters were not achieving in the area of prose fiction	d. Senior high--explore new forms of writing; need to tie in writing more with the study of literature

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
2. Prose Non-Fiction a. Primary--group composition after a trip, letters on group basis	2. Prose Non-Fiction a. Primary--once in a while letters are written; no plan or sequence	2. Prose Non-Fiction a. Primary--more experience in this type of writing throughout the whole program
b. Intermediate--writing of blank verse, haiku	b. Intermediate--usually tied to subject in the curriculum, few efforts are made to improve the creativity of this type of writing	b. Intermediate--more functional experiences and greater variety of materials
c. Junior high--articles, reports, research,	c. Junior high--tied to other subjects or one assignment is made in this area	c. Junior high--need for sequence is imperative here as in fiction
d. Senior high--scholarly papers	d. Senior high--outside of the journalism class, no other observations were made of non-fiction	d. Senior high--explore new forms of writing; need to tie in writing more in with the study of literature
3. Poetry a. Primary--usually completed in group composition	3. Poetry a. Primary--some very interesting and creative	3. Poetry a. Primary--need for sequence of poetry composition from K-12; need for more materials and methods for teachers to use to encourage youngsters to write poetry

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
2. Prose non-fiction See above. teachers should provide time, stimulating materials and encouragement to student writers at all levels	2. Prose non-fiction See above	2. Prose non-fiction See under "prose fiction."	2. Prose non-fiction See above.	2. Prose non-fiction Publish student work in news media
3. Poetry Have youngsters write poetry, all types and all kinds in all grades	3. Poetry School poetry fairs, creativity festivals	3. Poetry Give district teachers an opportunity to exchange teaching ideas on poetry and on other types or writing	3. Poetry See above	3. Poetry Print, reward with recognition of student poetry. Have a poetry page in the newspaper

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
b. Intermediate--writing of blank verse, haiku	b. Intermediate--poems are coming out of the school	b. Intermediate--same as above
c. Junior high--quatrain, free verse, ballad	c. Junior high--but it is due to one individual	c. Junior high--same as above
d. Senior high-any form	d. Senior high--principal or teacher. It is tragic to think of the fine poetry we are missing by not providing for at least a minimum experience in poetry each year	d. Senior high--same as above

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
4. Drama a. Primary--creative play, pantomime	4. Drama a. Primary--work in the elementary school is	4. Drama a. Primary--need for teachers to have more dramatic writing in some developmental sequence through the grades
b. Intermediate--creative dramatics, writing of short plays and television	b. Intermediate--better because of their flexibility	b. Intermediate--need for students to be exposed to more of this type of writing
c. Junior high--write various types of plays and short skits	c. Junior high--many teachers us puppetry for a play	c. Junior high--same as above
d. Senior high--write several act plays, movie scripts	d. Senior high--again there is no developmental sequence and from conversations with teachers they seem unaware any such thing exists	d. Senior high--same as above
C. Literature 1. Fiction a. Primary--teacher reads stories, fables, fairy tales, folk tales, rhymes	C. Literature 1. Fiction a. Primary--stories were read by teachers	C. Literature 1. Fiction a. Primary--no sequence was apparent in any genre in any of the grades; better materials are needed

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VI. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
4. Drama Allow all types of drama to be written	4. Drama Same as Prose fiction	4. Drama Same as prose fiction	4. Drama Same as prose fiction. Take youngsters to plays	4. Drama Recognize by providing facilities and time for student to put on their own plays
C. Literature 1. Prose fiction. Teachers at all levels should provide all youngsters with top level literature. All youngsters should be exposed to the world's literature through all	C. Literature 1. Prose fiction The principal should provide the materials, books, films, records, tapes that are needed by the teachers to do a job in teaching literature. Classrooms and school libraries are esssential to a literature	C. Literature 1. Prose fiction The first priority should be a library with a full-time librarian in each school. Second priority would be to provide in-service work in children's and adolescent literature for	C. Literature 1. Prose fiction Provide each of their youngsters with a library card and all types of books in the home. Read themselves; purchase books and magazines	C. Literature 1. Prose fiction Provide excellent libraries, so that books are available throughout the city. Provide excellent bookstores for books to be purchased. Recognize and reward local writers

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
b. Intermediate--greater complexity of material, not only what happened but why, causality, characterization is studied	b. Intermediate--students were reading on their own; little or no planning	b. Intermediate--there should be libraries in all elementary schools with full-time librarians
c. Junior high--not only what and why of a book but also a study of stylistic devices, short stories, the novella	c. Junior high--students were reading from an anthology	c. Junior high--no sequence with elementary schools
d. Senior high--significant books are studied in depth, work becomes more specialized by author, by time, by styles, by theme	d. Senior high-didn't observe but it is done	d. Senior high--some sequence of materials within the high school but not connections with what has gone before

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
methods available.	program. The Principal should also be a reader himself. Finally he should provide writers to come into the classroom to talk to youngsters.	every teacher. Third priority should be to provide a scope and sequence for literature, K through 12.		

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
2. Non-fiction a. Primary--teacher reads article on science or social studies, pupils begin their own independent search for information	2. Non-fiction a. Primary--teacher reads from magazines or newspapers	2. Non-fiction a. Primary--sequence is needed in elementary schools; better materials and more effective knowledge on the part of teachers.
b. Intermediate-- reading becomes more complex, critical reading is required	b. Intermediate--tied into other course work	b. Intermediate--same as above
c. Junior high--specialized works are read	c. Junior high--didn't observe	c. Junior high--more materials and greater variety needs to be provided
d. Senior high--specialization takes place by subject, type of article or place of publication	d. Senior high--didn't observe	d. Senior high--same as above
3. Poetry a. Primary--short couplets or four lines, poems are read, rhymes, etc.	3. Poetry a. Primary--didn't observe; it is done it is because of the teacher, not because of any district help	3. Poetry a. Primary--sequence is needed, K-12; more and better materials are needed along with more knowledgeable teachers

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
2. Prose non-fiction The same is true of non-fiction; this is a type of reading that is too frequently ignored	2. Prose non-fiction Same as above	2. Prose non-fiction Same as above	2. Prose non-fiction Same as above	2. Prose non-fiction Same as above for fiction
3. Poetry The same is only too true in the case of poetry. Teachers should take work in children's literature or adolescent literature that should cover fiction, non-fiction, drama, and poetry	3. Poetry Same as above It is particularly imperative that poets be brought into the classroom to counteract the feminization of poetry in schools	3. Poetry Same as above	3. Poetry Read poetry to youngsters. Same as above	3. Poetry Same as above Provide facilities and encouragement for poets to read their works to the public and youngsters

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
b. Intermediate--more sophisticated poems are read, individual both in content and form	b. Intermediate--again no evidence of program	b. Intermediate--same as above
c. Junior high--=contemporary poets from all over the world are read	c. Junior high--some teachers are doing a little; one I talked to has a local poet come in and read his poems	c. Junior high--teachers are better qualified but materials that appeal to junior high youngsters are lacking
d. Senior high--sophisticated poetry-complex imagery	d. Senior high--observed a college level discussion on one of e.e. Cummings' poems	d. Senior high--more contemporary poetry is needed along with better materials for disadvantaged
4. Drama a. Primary--plays and short skits are read and acted out		4. Drama a. Primary--much more needs to be done in the elementary school (a sequence of materials, better knowledge on the part of teachers, and more materials).

CLASSIFICATION MATRIX

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
4. Drama The same is true of drama	4. Drama The same as above. The principal should see that plays are brought to his school	4. Drama Same as above.	4. Drama Same as above. Take youngsters to plays	4. Drama Same as above. Provide facilities and encouragement for poets to read their works to the public and youngsters.

CLASSIFICATION MATRIX

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
b. Intermediate--short plays are read		b. Intermediate--same as above
c. Junior high--classical drama is introduced		c. Junior high--same as above
d. Senior high--classical as well as contemporary drama from American and Europe		d. Senior high--situation is better but more recent contemporary drama needs to be studied and more materials that can be used with disadvantaged youngsters

HISTORICAL DETAIL

The most important single historical detail is the "New English" with the new texts and the new state framework. These recent developments have and will continue to have profound effects on the English language arts curriculum. They involve a new way of looking at the English language arts curriculum, a new content with new terminology and, finally, a new approach to method.

METHODOLOGY DETAIL

The following schools were visited:

Elementary	Junior High Schools
Calwa	Sequoia
Carver	Tioga
Columbia	
Ewing	Senior High Schools
Mallock	
Easterby	Edison
Ericson	Hoover
Hollan	Roosevelt

The following people were interviewed:

Mrs. Ann Charles, English Coordinator
Mrs. Marybelle Maxwell, Director of In-service Education
Mr. Wallace Hallberg, Administrator of Instructional Services
Mrs. Marion Bae, Resource Teacher, Edison High School
Mr. Charles Lynes, Chairman, English Department, Edison High School
Mrs. Lucille Contor, Chairman, English Department, Hoover High School
Twelve principals
Twenty-five classroom teachers

Interview Schedule:
Teaching Practices in the English Language Arts
The following questions were asked:
What proportion of your class week is devoted to--
Oral Activities
Listening
Writing (not handwriting)
Literature
How often do you have students write--
Once a day?
Once a week?
2-4 times a week?

Do you teach poetry--
appreciation?_____
composition? _____
What kind of poetry have your students written this year?

_____

_____

Have you had any work with the "New English?"
A college course in linguistics?
An in-service session?
_____how long was this session?
Television series?
_____specify
Other?
Do you regularly use the district course of study in the English language arts?_____
What types of media have you used this year?

Linguistic Analysis of Student Composition:

Three fifth grade classes were selected to provide the following representation:

(1) High percentage of Negro students
(2) High percentage of Mexican-American students
(3) High percentage of Caucasian students

Three tenth grade classes were selected to provide the same representation as above at the secondary level.

A "Story Starter" was provided for use by the teacher in motivating student writing. Each student completed the composition in class, that is, within one class period (40 minutes).

"It was a dark and stormy night when I.....
.....

Linguistic Inventory:

This inventory was sent to seventy-five teachers utilizing the following breakdown:

54 randomly selected fifth grade teachers
17 randomly selected English teachers, one from each junior high in the district
7 randomly selected English teachers, one from each senior high in the district
(See attached sheet, Appendix A.)

Limitations--One of the severest limitations was that of time. I was hired very late in May and since school was out the first week of June there was little time to probe as deeply as one might wish.

Another limitation was the lack of test data available to the author. The Fresno district is not apparently in the habit of providing comparative test scores between schools. Further there isn't very much test information available in the English Language Arts area.

SUGGESTED SOLUTIONS

The writer feels strongly that the Fresno School District is not providing an adequate educational program in the English language arts for minority students. There is no easy solution or answer but it is suggest that the Berkeley Plan be studied as one way of providing for better educational opportunities for the disadvantaged child.

There is a great deal of evidence (see Coleman Report) to substantiate the fact that disadvantaged youngsters have their intellectual achievement increased (particularly in the English language arts area) when they are in schools with middle class youngsters. Further the research indicates no drop in the achievement of middle class youngsters.

In many ways school districts like Fresno haven't moved much since 1954. Great masses of Negroes and Mexican-Americans are still condemned to racially segregated schools. Possibly the Fresno District should carefully read and study the recent South Holland, Illinois court decision.

Since nine out of fourteen schools affected by the Field Act have minority populations greater than the percentage of minority groups members in the district as a whole, the replacing of these buildings would give the district a dramatic opportunity to improve the education of minority groups in Fresno.

If the Fresno district does not see fit to desegregate the school facilities then it must mount a great and total effort to provide the kind of education in the English language arts that will enable minority group youngsters to achieve at grade level or above in order to take their place in American society.

The Fresno School District needs to greatly expand its in-service program in the English area. The teachers need and deserve help. Further the district should immediately embark on a program to develop a course of study in the English language arts, kindergarten through twelfth grade. The present elementary course of study is so out-of-date that it would be a waste of time to revise it. I believe these two jobs can be carried out at the same time to the advantage of everyone concerned.

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Appendix A

Project Design — Dr. Sidney W. Tiedt

LINGUISTIC INVENTORY

Please answer the following questions without referring to texts or colleagues. We are trying to determine whether teachers in the district are prepared to teach the "New English." You have been selected as part of the test sample. No names or schools are being recorded, so your answers will in no way reflect as you as an individual.

Thank you for your cooperation.

Circle the right answer:

1. An example of a determiner:

    a. bright
    b. several
    c. than
    d. very

2. In the sentence "An apple is good to eat." the noun phrase is:

    a. a proper noun
    b. an adjective plus a pronoun
    c. an indefinite pronoun
    d. a determiner plus a common noun

3. A grapheme is:

    a. a unit of speech sound
    b. the smallest meaningful unit in a language
    c. the study of the structure of language
    d. the spelling of a phoneme

4. The following words--very, rather, quite--are called:

    a. adjectives
    b. intensifiers
    c. determiners
    d. indefinites

5. Grammar is defined by linguists as:

    a. the best usage in a community
    b. parts of speech in a sentence
    c. the way a language works
    d. the way a we punctuate sentences

6. One or more letters between slant lines,/p/, indicates a:

    a. phoneme
    b. grapheme
    c. morepheme
    d. tagmeme

7. Select the kernel sentence.

   a. Are you tired?
   b. Yes, I am.
   c. This is a pencil.
   d. His pencil is red.

8. An example of a model:

   a. very
   b. shall
   c. often
   d. sometimes

Indicate the answer for the following general questions:

9. Have you had any work in linguistics or the "New English?

   _____college course
   _____district workshop
   _____insitute
   _____other in-service meetings
   _____any other_____

10. Do you feel adequately prepared to teach the "New English"?

   _____Yes
   _____No

Remarks:_____

_____

_____

TF 11 Language

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF- 1. There is no provision for educational leadership to prepare teachers to teach the "New English."

TF- 2. At the present time there is no provision for adequate assessment of the English language arts program.

TF- 3. There is a need to desegregate the school facilities.

TF- 4. A need exists to mount a great and total effort to provide English language arts education that enables minority group youngsters to achieve at or above grade level.

TF- 5. Expand the in-service program in the English area.

TF- 6. Develop a course of study in English language arts, grades K-12.

TF- 7. There is a need for more recognition of the younsters' efforts in language arts such as creativity festivals, student magazines, public appearances, etc.

TF- 8. More attention needs to be placed on teaching grammar inductively rather than deductively.

TF- 9. There is a need for some senior high teachers to provide more information on how our language works by teaching about the different grammars and how they approach the study of language.

TF- 10. There should be libraries in all elementary schools, staffed with full-time librarians.

TF- 11. There is a need for all teachers to have some knowledge of dialects and their importance.

TF- 12. Poets should be brought into the classroom to counteract the feminization of poetry in schools.